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ABSTRACT

This study investigated the relationship between the part-time student and the University of Ottawa (Ontario, Canada) using a survey designed around the marketing principles of price, place, product, personnel, and promotion. The survey asked questions concerned with problems associated with fees (price), the campus and its facilities (place), course quality (product), academic and other staff (personnel), and communication between the university and student (promotion). The instrument, was mailed to a randomly selected proportional sample of 1,000 part-time students at the University in February, 1988. Completed instruments were received from 50.1 percent of the sample. Of the respondents 94 percent were 25 years of age or older. The survey found that students disliked the registration process, that problems with parking was a common complaint, as were the hours held by offices and bookstores. The quality of the professors was a concern and the availability of prerequisite courses was also seen to be problems. Students felt that academic staff did not always use adult education techniques and many professors made inconsiderate demands. They noted that support staff did not communicate bilingually with students and that staff were not available due to restricted office hours. Also, 70 percent of part-time students did not read any of the three campus newspapers. (Contains 29 references.) (Author/JB)

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UNIVERSITÉ D'OTTAWA UNIVERSITY OF OTTAWA

ED 386 091

THE PART-TIME STUDENT AND THE UNIVERSITY OF OTTAWA: A 1988 SURVEY REPORT ON THEIR RELATIONSHIP.

BY

KEITH ALLAN NOBLE

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A SURVEY UNDERTAKEN AND REPORTED FOR THE REGISTRAR
UNIVERSITY OF OTTAWA, OTTAWA, CANADA
APRIL 27, 1988

EXECUTIVE SUMMARY

The purpose of this study was to investigate the relationship between the part-time student and the University of Ottawa. To this end, a survey instrument based on the marketing principles of price, place product, personnel, and promotion was prepared. The instrument, together with a request-to-participate letter from the Registrar, and a stamped addressed return envelope was mailed to 1000 part-time students in February, 1988. This sample was a randomly selected proportional sample (English/French, female/male, graduate/undergraduate) from the part-time student population at the University of Ottawa.

Completed instruments were received from **50.1%** of the sample. This level of response means the sample reflects the part-time student population with a **95%** level of confidence, and a margin of error of plus or minus **5%**. Of the respondents **94%** were 25 years of age or older. For each of the marketing principles the major findings were as follows. **Price:** problems include lining up at all steps of the registration process; being required to make six separate stops to complete the registration process. **Place:** car parking is a very common problem; offices and bookstores are open at inconvenient times. **Product:** the quality of the professors is a concern; the availability of prerequisite courses is creating a problem; academic staff are not using adult education techniques; many professors make inconsiderate demands. **Personnel:** support staff (**40.7%**) are not communicating bilingually with students; academic and administrative staff are not available due to restricted office hours (**51.9%** closed at lunch, **100.0%** closed at 1700). **Promotion:** The Fulcrum, Gazette, and la rotonde are ineffective communication vehicles as **70.0%** of part-time students do not read them.

Although no serious situation is apparent, many problems exist (see page 32 for details). The survey data reveal that part-time students (now approximately **40%** of the total student enrollment), believe the University of Ottawa can and should improve its relations with them.

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PREFACE

Part-time students are becoming a full-time concern in higher education. Their increasing numbers have prompted universities to assess what the educational needs of these students are, and how best these needs can be addressed. Many questions arise: What, if any, special services are needed by part-time students? What do part-time students think of existing courses and educational techniques? What do part-time students think of the services currently provided? etc.. Answers to these questions help university staff formulate policies that address the needs of part-time students.

Universities have had to take part-time students seriously because part-time students take their university studies seriously. Generally, part-time students are adults. In the sample described in this report, **94%** of the respondents were 25 years of age or over. As well as all the other responsibilities that society places on their shoulders, part-time students freely accept the extra demands of higher education. To undertake a programme of studies, usually without financial assistance and over a protracted period of time, often while coping with demands that may include a family, full-time work, and community commitments, requires serious dedication.

This study was founded on these two points. Firstly, part-time students constitute a sizeable portion of the total enrollment at the University of Ottawa; and the indicators point to an increase in the number of these students. Secondly, part-time students are serious students who make a meaningful contribution to the university; and as such, part-time students should receive consideration at least the same as that offered to full-time students, and where necessary and possible special consideration be offered. No part of the study was carried out with the intent of deliberately demonstrating deficiencies within any part of the university. The purpose of the study was to **investigate the relationship between the part-time student and the University of Ottawa.**

INTRODUCTION

Statistics Canada [1] data published in 1987 reveal that the number of graduate and undergraduate part-time students in Canada is **287,250**, or **37.7%** of the total university student population. One enrollment projection [2] for 1990-1991 indicates that this number could rise to **335,500**. In Ontario the percentage of students studying part-time is **34.8%**, and in Québec it is **49.3%** [1]. At the University of Ottawa, part-time students (students registered for less than 12 credits) accounted for **41.5%** of the total student population in 1988 [3]. These students study in all faculties of the university at all levels (special, certificate, baccalaureate, master, and doctoral).

Part-time students are, in the majority of cases, older than their full-time colleagues. The literature [4-6] states that older students differ from younger students in several critical ways. If these differences are acknowledged and accommodated, students learn in an agreeable educational environment; if these differences are denied or devalued, the result is dissatisfied students [7-9]. Dissatisfied students may terminate their studies prematurely, and/or speak unfavourably about their educational experience. This creates problems for a university.

Student satisfaction is a dependent variable related to the "fit" between student and institution [10]. If the recruitment, retention, and re-enrollment of part-time students is part of a university's marketing strategy, this fit needs to be monitored. With consideration to marketing principles the question becomes: what do part-time students think of the institutional price, place, product, personnel, and promotion associated with the course(s) they study? The answer to this question will help an institution assess the fit and hence the relationship with its part-time students. Knowing this relationship, helps the university formulate policies to ensure the institution will appeal to current and potential part-time students.

DATA COLLECTION

SAMPLE

To ensure an adequate number of responses a sample size of 1000 was set. A random sample was generated by computer from the winter part-time student population at the University of Ottawa. The sample was also a proportional sample reflecting three major variables of the student population: language, sex, and level as presented in Table I following.

TABLE I **Proportional sample components**

	LANGUAGE		SEX		LEVEL		TOTAL
	Anglophone	Francophone	Female	Male	Grad	U'grad	
Grad female	88	45	133		133		133
Grad male	44	23		67	67		67
U'grad female	352	182	507			507	507
U'grad male	176	90		293		293	293
Totals	660	340	640	360	200	800	**N=1000**
PROPORTION	**66%**	**34%**	**64%**	**36%**	**20%**	**80%**	**100%**

METHOD

All data collection options were deliberated upon. Due to the difficulty of locating a sample of sufficient size on campus, it was decided to conduct a mail survey. Consideration was given to factors affecting mail surveys, particularly those related to part-time students [11]. The final survey package contained the survey instrument, a bilingual letter from the Registrar (Appendix A) requesting participation by the recipient, and a stamped addressed return envelope. The 1000 packages were mailed on February 2nd and the last response was received on March 31st. Fourteen packages were returned as undeliverable by Canada Post.

INSTRUMENT

Several important variables impacting on response rate [12] were kept in mind as the instrument was designed. They were as follows: the instrument was to be "short" - the final version (Appendix B) contained 40 simple questions; the instrument would give the respondent ways to respond other than by limited option forced choice - the final version incorporated multiple option answers, Likert scales, and allowed for qualitative responses wherever possible; language - the final version was bilingual (translation by the Translation Office); professionl appearance - the instrument was offset printed on quality paper, and identified with the University of Ottawa logo. To ensure the appropriateness and comprehension of all questions, the instrument was pretested twice using part-time students. Staff of the university's Institutional Research office were also requested to review preliminary drafts of the instrument.

As indicated in the introduction, marketing principles were taken into consideration when the survey questions were being formulated. By doing this, the responses would clearly indicate areas of concern for part-time students should they exist. Specifically, the questions were posed around the marketing concepts of price, place, product, personnel, and promotion. **Price**: Seven questions related to the payment of, reimbursement of, and problems associated with course registration fees; **Place**: Five questions focused on the campus and the facilities and features found on the campus; **Product**: Eight questions solicited responses on courses offered by the university, the quality, when they are preferred, and what could be offered; **Personnel**: Seven questions requested answers related to academic, administrative, and support staff; **Promotion**: Three questions related to communication between the university and part-time students. Of the remaining questions eight asked for personal data such as age and sex, and the last two asked the respondent to state whether they would recommend the University of Ottawa and for their general comments.

DATA DISPLAY

CONFIDENCE LEVEL

Of the **986** packages delivered by Canada Post, a total of **494** (**50.1%**) instruments were returned. This level of response means that the part-time student sample reflects the part-time student population with a **95%** level of confidence, and a margin of error of plus or minus **5%**.

RESPONSES TO QUESTIONS

1. What is your age?

AGE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	1			
18-24	29	5.9	29	5.9
25-34	206	41.8	235	47.7
35-44	175	35.5	410	83.2
45-54	67	13.6	477	96.8
55-64	12	2.4	489	99.2
65-74+	4	0.8	493	**100.0**

2. What is your sex?

SEX	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	8			
Female	344	70.8	344	70.8
Male	142	29.2	486	**100.0**

3. **What classification or level of student are you?**

LEVEL	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	17			
Special	108	22.6	108	22.6
Certificate	49	10.3	157	32.9
Baccalaureate	202	42.3	359	75.3
Master	111	23.3	470	98.5
Doctoral	7	1.5	477	**100.0**

4. **In what faculty will you do most of your studies?**

FACULTY	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	14			
Administration	122	25.4	122	25.4
Arts	145	30.2	267	55.6
Education	115	24.0	382	79.6
Engineering	7	1.5	389	81.1
Health Sciences	31	6.5	420	87.6
Law	5	1.0	425	88.6
Science	25	5.2	450	93.8
Social Sciences	30	6.3	480	**100.0**

5. **What will the course(s) you are taking help you do?**

PURPOSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	25			
Start career	27	5.6	27	5.6
Advance career	313	65.2	340	70.8
Change career	69	14.4	409	85.2
No career focus	71	14.8	480	**100.0**

6. **In addition to attending your class(es), approximately how many times a week do you go to the university for course related activities (e.g., library, group meetings)?**

TIMES	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	9			
0	218	44.9	218	44.9
1	155	32.0	373	76.9
2	75	15.5	448	92.4
3	19	3.9	467	96.3
4+	18	3.7	485	100.0

7. **In addition to time spent attending your class(es), approximately how many hours do you spend at the university each week for course related activities (e.g., library, group meetings)?**

HOURS	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	12			
0	202	41.9	202	41.9
1-2	148	30.7	350	72.6
3-4	74	15.4	424	88.0
5-6	28	5.8	452	93.8
7-8	13	2.7	465	96.5
9+	17	3.5	482	100.0

8. **Approximately how many kilometres do you live from the University of Ottawa?**

DISTANCE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	9			
1-3	73	15.1	73	15.1
4-10	153	31.5	226	46.6
11-20	113	23.3	339	69.9
21-40	57	11.8	396	81.6
41-60	21	4.3	417	86.0
61-80	11	2.3	428	88.2
81-100	16	3.3	444	91.5
101-150	22	4.5	466	96.1
151+	19	3.9	485	100.0

9. **How did you learn about the course(s) you are taking at the University of Ottawa?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	68			
University document	208	48.8	208	48.8
Newspaper	128	30.0	336	78.8
Friend	61	14.3	397	93.1
School board	23	5.4	420	98.5
Employer/Work	2	0.5	422	99.0
Academic advisor	1	0.2	423	99.2
Former student	1	0.2	424	99.4
Other college	1	0.2	425	99.6
Other student	1	0.2	426	100.0

10. **Overall, do you find the admission and registration documents (e.g., forms, booklets) produced by the university to be easily understood?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	18			
Yes	434	91.2	434	91.2
No	42	8.8	478	100.0

11. **What problems have you experienced during the registration process?**

PROBLEM	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Line-ups	249	56.7	249	56.7
Completing forms	62	14.1	311	70.8
Getting student card	62	14.1	373	84.9
Other	66	15.1	439	100.0

12. **Are you receiving financial assistance from a bursary, scholarship, or employer to pay for your studies?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	8			
Yes	93	19.1	93	19.1
No	393	80.9	486	100.0

13. Do you lose income by taking time to attend your course(s)?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	22			
Yes	81	17.2	81	17.2
No	391	82.8	472	100.0

14. What would be the most convenient for you to register for your course(s)?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	8			
By mail	201	41.4	201	41.4
Week evening	138	28.4	339	69.8
Saturday morning	44	9.1	383	78.9
Week morning	41	8.4	424	87.3
Week lunch	35	7.2	459	94.5
Week afternoon	14	2.9	473	97.4
Saturday afternoon	13	2.7	486	100.0

15. How would you prefer to pay your registration fee?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	9			
Cheque by mail	263	54.2	263	54.2
Cheque by person	127	26.2	390	80.4
Credit card by phone	43	8.9	433	89.3
Credit card by person	36	7.4	469	96.7
Bank machine	16	3.3	485	100.0

16. **Do you think the registration fee refund policy of the university is fair?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	79			
Yes	384	92.5	415	92.5
No	31	7.5	446	100.0

17. **What could be done to improve the registration and fee payment processes at the university?**

RESPONSE	FREQUENCY	PERCENT
Use the postal service	72	30.6
Increase office hours (evenings, weekends)	53	22.6
Conduct everything at one location	44	18.7
Increase staff & ensure staff know procedures	12	5.1
Improve communication (courses, procedures)	12	5.1
Accept payment by credit cards	10	4.3
Allow registration by phone	10	4.3
Consideration for p-t student responsibilities	7	3.0
Improve course counselling (include off-campus)	6	2.6
Improve student card issuance and coding	6	2.6
Pay fee at faculty	5	2.1
Make it easier to get course approval signatures	4	1.7
Separate part-time and full-time students	3	1.3
	253	100.0

18. **Do you have difficulties at the university with any of the following?**

DIFFICULTY	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Car parking	280	45.0	280	45.0
Closed offices	166	26.7	446	71.7
Locating builds/rooms	67	10.8	513	82.5
Staff unavailable	55	8.8	568	91.3
Storage of belongings	47	7.6	615	98.9
Bookstore closed	7	1.1	622	100.0

19. What university facilities do you use regularly?

FACILITY	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Library	287	39.3	287	39.3
Snack bar	143	19.6	430	58.9
None	126	17.2	556	76.1
Cafeteria	75	10.3	631	86.4
Computer facilities	57	7.8	688	94.2
Sport/Exercise	38	5.2	726	99.4
Other (bookstore/bar)	5	0.7	731	100.0

20. Which of the following publications produced at the university do you read regularly?

PUBLICATION	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
The Fulcrum	76	16.0	76	16.0
la rotonde	56	11.8	132	27.8
Gazette	11	2.3	143	30.1
None	333	70.0	476	100.0

21. If the university could provide a child-care facility for your children, would you use it?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	72			
Yes	71	16.8	71	16.8
No	351	83.2	422	100.0

22. **If the university could provide a child-care facility, how many children would you bring?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	426			
1	38	55.9	38	55.9
2	27	39.7	65	95.6
3+	3	4.4	68	100.0

23. **What could be done to improve the university campus for you?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Improve parking	297	55.2	297	55.2
Extend office hours	219	40.7	516	95.9
Extend bookstore hours	6	1.1	522	97.0
Lower parking fees	4	0.7	526	97.7
More seats on campus	3	0.6	529	98.3
More trees and grass	3	0.6	532	98.9
Vegetarian food	2	0.4	534	99.3
Clean toilets/rooms	2	0.4	536	99.7
Enforce no smoking	2	0.4	538	100.0

24. **How satisfied are you with the number of courses that are available to you?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	14			
5 Very satisfied	47	9.8	47	9.8
4	96	20.0	143	29.8
3 OK	192	40.0	335	69.8
2	75	15.6	410	85.4
1 Not satisfied	70	14.6	480	100.0

25. **Have you had difficulties with the availability of prerequisite or required courses?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	29			
Yes	134	28.8	134	28.8
No	331	71.2	465	100.0

26. **How satisfied are you with the course(s) that you are taking?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	17			
5 Very satisfied	90	18.9	90	18.9
4	140	29.4	230	48.3
3 OK	182	38.2	412	86.5
2	48	10.1	460	96.6
1 Not satisfied	17	3.6	477	100.0

27. **What time of the week would you prefer to attend your course(s)?**

	DAY OF THE WEEK						ROW
TIME	Mon	Tue	Wed	Thu	Fri	Sat	PERCENT
Early morning	20	24	24	23	13	61	10.4
Late morning	26	28	28	25	13	40	10.1
Early afternoon	23	22	22	16	7	28	7.4
Late afternoon	79	83	85	59	18	12	21.1
Evening	182	233	225	137	29	7	51.1
COLUMN PERCENT	**20.7**	**24.5**	**24.1**	**16.3**	**5.0**	**9.3**	100.0

28. Do you think you are getting value for your money?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	25			
5 Yes	104	22.2	104	22.2
4	175	37.3	279	59.5
3 Just	128	27.3	407	86.8
2	30	6.4	437	93.2
1 No	32	6.8	469	100.0

29. What do you think could be done to improve the quality of your course(s)?

RESPONSE	FREQUENCY	PERCENT
Better professors (knowledge, use of language)	56	22.2
Improve teaching (adult education techniques)	38	15.1
Consideration for p-t students' life schedules	31	12.3
Courses and professors to be more "real world"	25	9.9
More courses (evening, afternoon, Saturday)	25	9.9
Reduce number of students in the classes	14	5.6
Act on student evaluations of professors	9	3.6
Stop or reduce tele-conferencing	8	3.2
Professors not available	7	2.8
Better textbooks and improve availability	7	2.8
Poor structuring or sequencing of courses	6	2.4
Not enough emphasis on research	5	2.0
Courses designated French taught in English	4	1.6
Increase number of courses and texts in French	4	1.6
Course outlines to be improved & adhered to	4	1.6
Larger rooms, improve heating, no smoking	3	1.2
Computers (availability, assistance)	3	1.2
Lower costs (fees, textbooks)	3	1.2
	252	100.0

30. **Which of the following do you think would be helpful to part-time students?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
Library orientation	248	39.3	248	39.3
Study skills w'shop	185	29.3	433	68.6
Time manage. seminar	182	28.8	615	97.4
Campus/Fac orientation	5	0.8	620	98.2
Research methods	3	0.5	623	98.7
Computer instruction	3	0.5	626	99.2
Career/Course counsel.	3	0.5	629	99.7
Note taking	1	0.2	630	99.9
Writing papers	1	0.2	631	100.0

31. **If you are interested in any of the activities listed in question 30 above, when would you prefer the activity to take place?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	98			
Weekday evening	161	40.7	161	40.7
Saturday morning	97	24.5	258	65.2
Not interested	56	14.1	314	79.3
Weekday afternoon	28	7.1	342	86.4
Saturday afternoon	28	7.1	370	93.5
Weekday morning	26	6.6	396	100.0

32. **In general, do you think the university administration staff are helpful?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	16			
5 Yes	98	20.5	98	20.5
4	184	38.5	282	59.0
3 50/50	136	28.5	418	87.5
2	35	7.3	453	94.8
1 No	25	5.2	478	100.0

33. **Do you think that part-time students have different needs from full-time students?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	24			
Yes	415	88.3	415	88.3
No	55	11.7	470	100.0

34. **Do you think the university understands the needs of part-time students?**

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	65			
5 Yes	18	4.2	18	4.2
4	79	18.4	97	22.6
3 50/50	207	48.3	304	70.9
2	72	16.8	376	87.7
1 No	53	12.4	429	100.0

35. In general, do you think the teaching staff at the university consider the needs of part-time students?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	36			
5 Yes	39	8.5	39	8.5
4	130	28.4	169	36.9
3 50/50	167	36.5	236	73.4
2	76	16.6	312	90.0
1 No	46	10.0	358	**100.0**

36. Describe the service you receive from the library staff.

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	94			
5 Excellent	65	16.3	65	16.3
4	142	35.5	207	51.8
3 OK	169	42.3	376	94.1
2	18	4.5	394	98.6
1 Poor	6	1.5	400	**100.0**

37. What could be done to improve the relationship between university administration/teaching staff and part-time students?

RESPONSE	FREQUENCY	PERCENT
Consider p-t students' needs and experience	67	38.3
Increase office/library hours	40	22.9
Consult with p-t students (e.g., this survey)	28	16.0
Improve communication (e.g., newsletter)	15	8.6
University and faculty orientation	11	6.3
More and better use of mail and telephone	9	5.1
Appoint a liaison officer or ombudsperson	5	2.9
	175	**100.0**

38. Have you experienced difficulties when telephoning someone at the university?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	40			
Yes	336	74.0	336	74.0
No	118	26.0	454	100.0

39. Based on your experience would you recommend the University of Ottawa to other people?

RESPONSE	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
No response	46			
Yes	387	86.4	387	86.4
No	61	13.6	448	100.0

40. Comments: Comments made by the respondents are included, where appropriate, within the report.

POST SURVEY DATA

RATIONALE

From responses to questions 17, 18, 29, and 38, it would seem that part-time students at the University of Ottawa are having difficulties with two things. Specifically, when contacting the University of Ottawa by telephone, and when attempting to meet with academic and administrative staff.

With respect to the first problem, the majority of respondents claimed to have experienced problems when telephoning the university. Within this group a number of complaints were received about the lack of a bilingual telephone response by staff. With respect to the second issue, that of meeting staff, respondents complained this was difficult because of restricted office hours which did not allow part-time students to get the assistance they needed.

To probe these two issues it was decided to telephone all the faculties and their schools and departments. The language(s) of response was noted, and the time the office was usually open was requested. Apart from the question, "what are your office hours," no further request was made. This question was also posed to the admissions office, the two bookstores (Health Sciences Centre, University Centre), the Financial Services office, Graduate Studies and Research Faculty, Info-campus, the parking office, and the Registration office. The data collected during this post-survey are presented in Table II which follows.

TABLE II **Language of response and office hours for 54 university offices**

FACULTY	DEPT/SCHOOL	LANGUAGE OF RESPONSE English	French	Bilingual	OFFICE HOURS
Administration:				X	0900-1200, 1300-1600
Arts:			X		0900-1600
	Classical Studies		X		0845-1700
	Communication			X	0900-1630
	English	X			0900-1700
	Geography			X	0900-1700
	History		X		0845-1645
	Lettres françaises			X	0830-1700
	Linguistics		X		0845-1700
	Modern Languages and Lits.			X	0900-1700
	Music			X	0900-1700
	Philosophy		X		0830-1700
	Religious Studies			X	0845-1700
	Second Language Learning			X	0900-1700
	Theatre			X	0900-1700
	Translators & Interpretors		X		0830-1700
	Visual Arts		X		0830-1700
Education:					
	Educational Studies		X		0845-1145, 1300-1630
	Formation à l'enseignement		X		0800-1200, 1315-1615
	Teacher Education	X			0815-1200, 1300-1630
Engineering:				X	0900-1200, 1330-1600
	Chemical			X	0830-1200, 1300-1630
	Civil			X	0845-1200, 1300-1700
	Computer Option	X			0900-1600
	Electrical			X	0800-1200, 1300-1700
	Mechanical			X	0900-1200, 1330-1600
Health Sciences:					
	Nursing			X	0830-1200, 1300-1700
	Occupational Therapy		X		0800-1200, 1300-1600
	Physical Ed, Kinanthropology		X		0900-1200, 1500-1600
	Physiotherapy		X		0830-1200, 1330-1600

TABLE II continued

FACULTY	DEPT/SCHOOL	LANGUAGE OF RESPONSE English	French	Bilingual	OFFICE HOURS
Law:					
	Civil			X	0815-1700
	Common			X	0845-1700
Sciences:					
	Biochemistry			X	0900-1200, 1300-1700
	Chemistry		X		0845-1200, 1300-1700
	Computer Science			X	0830-1200, 1300-1600
	Geology			X	0900-1200, 1300-1645
	Mathematics		X		0815-1200, 1300-1700
	Physics			X	0815-1230, 1330-1700
	Pre-science and B.Sc.		X		0900-1200, 1330-1600
Social Sciences:				X	0900-1200, 1300-1600
	Criminology			X	0830-1200, 1300-1700
	Economics		X		0830-1200, 1300-1700
	Leisure Studies		X		0830-1200, 1300-1630
	Political Science		X		0900-1200, 1300-1655
	Psychology			X	0900-1200, 1300-1600
	Sociology		X		0830-1200, 1300-1700
OTHERS:					
Admissions:				X	0900-1630
Bookstore Health Sciences:				X	0830-1645 Mon-Fri 0830-1800 Wed
Bookstore University Centre:				X	0900-1700 Mon-Fri 0900-1800 Thu
Financial Services:				X	0900-1630
Graduate Studies & Research:				X	0800-1200, 1300-1630
Info-campus:				X	0800-1700
Parking:				X	0800-1700
Registration:				X	0900-1630

DATA INTERPRETATION

The relationship between a producer and consumer, in this case the university and the part-time student, can only be assessed roughly by a cross-sectional study. If a high degree of accuracy and understanding is required then a longitudinal study must be undertaken. However, by first looking at the initial survey data and then the (corroborating) post survey data, it is possible to achieve a reasonable interpretation of the current relationship between the University of Ottawa and its part-time students.

PART-TIME STUDENT PROFILE

A profile of the part-time student can be achieved by reviewing questions one to eight. By far the majority (**94%**) of part-time students are **25** years of age or over, and females outnumber males by a ratio of two to one. Those studying as a special student or undertaking a certificate or baccalaureate programme constitute approximately **75%** of the part-time student population. The remaining **25%** study at the master or doctoral levels. All of the faculties at the university were represented with the majority of respondents coming from Arts (**30.2%**), Administration (**25.4%**), and Education (**24.0%**).

Most of the respondents (**65.2%**) claimed that the course(s) they were taking would help advance their career, although **14.8%** of respondents claimed their studies had no career focus. One result of the survey was that a large number (**44.9%**) of the respondents are not undertaking any course related work (e.g., using the library) at the university, apart from attending their course(s). This may be due to the travelling distance involved. Although the majority of the respondents live within 40 kilometres of the university, **14%** live over 60 kilometres away. This means a round trip to the university would be a minimum of 120 kilometres.

MARKETING PRINCIPLES

As outlined in the data collection section, the survey instrument was designed around five principles of marketing: price, place, product, personnel, and promotion. By looking at the questions that pertain to each of these principles, it is possible to gain an insight into the relationship between the University of Ottawa and its part-time student population, for each of these marketing principles. Revealed strengths and weaknesses can then be taken into consideration when institutional marketing plans and policies, both academic and administrative, are being formulated. Each of these principles and their associated questions are discussed as follows.

Price

Questions 11 to 17 are related to registration fees and their payment. During the registration process, line-ups created problems for **56.7%** of the respondents (note these line-ups may have occurred at the department, faculty, financial services, registration, and/or school offices). When asked what would be the most convenient for registration purposes, **41.4%** indicated that the mail would be preferred; and if on campus registration was required, **28.4%** indicated that weekday evenings would be the most appropriate time. Payment with a cheque by mail was preferred by **54.2%**, and a cheque in person was preferred by **26.2%**. The option of using a bank machine appealed to only **3.3%** of the respondents as a method of registration fee payment.

On reversing the situation, **92.5%** stated that the registration fee refund policy of the university was fair. To pay their registration fees, **80.9%** of the respondents had to rely exclusively on their own savings, and **17.2%** of the respondents lost income by attending their course(s). Of the many suggestions offered to improve the registration fee payment process, three garnered the most support. Firstly, **29.5%** of

the respondents suggested that the process be done by mail; secondly, **21.7%** advocated an increase in office hours during which the process could be conducted; and thirdly, **18%** suggested that the entire process be executed at one location.

Discussion: The cost of registration fees does not appear to be a major difficulty for students currently studying part-time at the University of Ottawa. What does constitute a difficulty however, is the manner in which these fees must now be paid. As part-time students have many responsibilities in addition to the demands of their university studies, they would like to see improvements in the fee payment process. To improve the overall process, consideration needs to be given to expanding the use of the mail, or, increasing the hours during which the registration process can be undertaken (note that this must include all offices involved). Having limited free time, part-time students want to complete all aspects of their registration at one occasion and location.

Place

Five questions (18, 19, 21, 22, 23) addressed the concept of place, more specifically, the university campus. Conspicuous by its large presence was the number of respondents experiencing car parking difficulties. In total **45.0%** of the respondents were experiencing car parking problems. The second most common difficulty experienced by **26.7%** of the part-time students was the unavailability of administrative and teaching staff. And the third most common difficulty was locating buildings and rooms, which was a problem for **10.8%** of the respondents. As would be expected, the campus facility used by the largest group of part-time students was a university library. A library was used regularly by **39.3%** of the part-time students.

At the other extreme was the number of respondents who did not use any of the facilities provided on the campus. A total of **127** or **17.2%** of

those responding stated that they used "none" of the facilities. Of topical interest is the finding that **16.8%** of the respondents would use a child care facility if it was provided by the university. The total number of children involved would be approximately **100**. When asked what improvements were necessary to improve the university campus, two improvements were suggested repeatedly. More than half (**55.2%**) of the respondents indicated car parking. And extending office hours (evening and weekend hours) was an improvement indicated by **40.7%** of the part-time students.

Discussion: Clearly, the overwhelming difficulties that part-time students have when they arrive on the university campus are car parking, and finding the administrative or academic assistance they need. Although there may be a good reason for it, and as it may not be creating a problem, the finding that **17.2%** of the respondents do not use any of the facilities provided by the university, may be irrelevant. However, as the library is the heart of a university, it suggests that a number of part-time students are not gaining the benefits of an excellent educational facility.

It is interesting to note here that in question 30 a "library orientation" would be helpful to part-time students according to **39.3%** of the respondents. The child care facility issue, which could be a concern for part-time and full-time students as well as university staff, obviously needs further consideration.

Product

Questions 24 to 31 solicited data related to courses and their availability. Over two-thirds (**69.8%**) of the respondents indicated they were satisfied to very satisfied with the number of courses available to them. Looking at prerequisite courses, **28.8%** of the respondents indicated that they had experienced difficulties attempting to enroll in

a prerequisite course. Complaints expressed here included prerequisite courses being offered only during the day; prerequisites not being offered in each semester; and, prerequisites being offered at the same time as the course requiring the prerequisite. The question related to satisfaction produced data that indicated **86.5%** of the part-time students were satisfied to very satisfied with the courses they were currently taking. Clear evidence of the part-time students' preference for evening courses was found in the response to question 27. Here, **51.1%** of the choices indicated that courses conducted in the evening would be preferred, with Tuesday, Wednesday, and Monday being indicated in that order. This time slot was further reinforced by the response to question 31 where the majority (**40.7%**) indicated they would prefer continuing education courses during weekday evenings. A majority of respondents (**59.5%**) felt that the courses they were taking were definitely giving them value for their money.

On asking how to improve the quality of the courses, three recommendations accounted for almost half of the replies. Improving the quality of the professors (more knowledgeable) was a recommendation made by **22.2%**; improving the quality of the teaching (more adult education techniques) was made by **15.1%**; and giving more consideration to the demanding schedules (arising from work and family commitments) of part-time students was requested by **12.3%** of the respondents.

Discussion: Attention needs to be given to the availability of courses for part-time students, particularly prerequisite courses. If prerequisites are available in a readily accessible time slot, the general level of part-time student satisfaction will be enhanced. Clearly, the evening time slot is the most popular. At this time part-time students believe they are getting value for their money. However, this could be improved upon (**40.5%** felt they were either not or just getting value for their money) by acting on the three improvements recommended: more knowledgeable professors, more adult education techniques, more consideration for part-time student life schedules.

Personnel

Data related to university personnel was collected through questions 32 to 38. The opinion of the majority (**88.3%**) of the respondents was that part-time students had different needs than full-time students. When asked if the University of Ottawa understands the needs of part-time students, **22.6%** indicated affirmatively, **29.2%** indicated negatively, and the majority of **48.3%** were not clearly decided. Focusing on teaching staff, **26.6%** of the respondents felt that the staff did not consider the needs of part-time students, **36.9%** felt they did consider the needs, and **36.5%** indicated that half did and half did not. For **59.0%** of the respondents the administrative staff was clearly thought to be helpful, for those thinking administrative staff were not helpful the percentage was **12.5%**. Library personnel were considered to provide acceptable to excellent service by **94.1%** of the respondents.

The worst response related to university personnel was associated with telephone service. A high frequency of **74.0%** of the respondents claimed that they had experienced difficulties when telephoning someone at the university. Difficulties such as being placed on hold, being transferred indeterminately, being unable to get answers to questions asked, etc., were all mentioned. Two difficulties were common: not being able to reach professors because they were away from their offices, often for long periods; and, being answered the first time unilingually. When asked how the relationship between university staff (academic and administrative) and part-time students could be improved, respondents indicated as follows: more consideration be given to part-time students' needs and experience **38.3%**; increase office and library hours **22.9%**; and, more consultation with part-time students to determine their needs and feelings **16.0%**.

Discussion: Part-time students are not satisfied with the relationship between themselves and university personnel. The different needs (from full-time students) that part-time students have, are not being met by

both the academic and administrative personnel according to the part-time students surveyed. Contrary to this however, service from the library staff is exemplary. The data related to the telephone service provided by university personnel reveals a number of difficulties for part-time students. Staff do not appear to understand the problems of part-time students, as well as their need for bilingual service.

Promotion

This marketing principle incorporates the publications produced at the University of Ottawa that are used to disseminate or collect course, programme, and institution related information. Questions 9, 10, and 20 are included under this marketing principle. Survey data indicated that a university document (e.g., faculty calendar) was the major way that respondents (**48.8%**) acquired course related information. For **30.0%** of the respondents a university advertisement in a newspaper was the promotion they responded to. When looking at admissions and registration documents, **91.2%** of the respondents stated that the documents were easily understood. Looking at three publications produced on campus the regular readership is as follows: The Fulcrum **16.0%**, la rotonde **11.8%**, and the Gazette **2.3%**. What is most noteworthy is that **70.0%** of the respondents do not read any of these publications. This could mean that part-time students are not aware of these publications, or they do not like the quality (one respondent described them as "juvenile"), or they think they are irrelevant to their needs.

Discussion: The majority of the respondents first learnt about their course(s) from a university document or a university advertisement in a public newspaper. Part-time students are not experiencing any difficulties comprehending the admissions and registration documents produced by the university. As vehicles to promote courses or programmes, or as a way to build rapport between the university and part-time students, The Fulcrum, la rotonde, and the Gazette are of little value. A total of **70.0%** of part-time students do not read them.

CORROBORATION

The post survey data collected clearly corroborates claims made by respondents during the initial survey. A common concern expressed by the part-time students was that when they telephoned the university for information or assistance they did not receive a bilingual response. This was confirmed by the post survey data which revealed **40.8%** of the **54** faculties, schools, and departments contacted by telephone responded unilingually. Although this concern may seem insignificant, it is causing concern for existing and perhaps potential students.

An issue that appeared in responses to a number of questions was the unavailability of academic and administrative staff. A check of **54** faculties, schools, and departments revealed that **51.9%** were closed during lunch break. And furthermore, during the semester, **100.0%** of these offices were closed by 1700. In fact, the only places found to be open after this time were the two bookstores, both of which were open to 1800 one night a week.

A number of offices indicated that they did provide special times for student counselling. However in one faculty the student advisor was not available during the lunch break or after 1600. Although only one example, it corroborates the part-time students' claims that staff are not available when they are needed. Without a doubt remaining open during the lunch break would be helpful for some part-time students. It is suspected however, that the majority need assistance after existing office hours, particularly those students commuting long distances; those students who are unable to travel to the university during their lunch break (remembering that over half of the offices are closed during the lunch break); those students who have family or work committments that occupy the entire working day; and those students who cannot afford financially to make fruitless trips to the university without getting the help they need (e.g., one respondent stated that every trip she made to the university cost $25.00 which was a hardship for her).

CONCLUSION

For this survey the response rate of **50.1%** would be considered high by professional marketing researchers. From the detailed and scattered comments (**20**) received, the part-time students surveyed appreciated being asked for their opinions (e.g., "bonne idée ce questionnaire," "glad to see this survey," "ce sondage est excellent," "thank you for asking my opinion."). Overall, both negative and positive comments were expressed. This is interpreted to mean that there is no issue or problem that is creating a difficulty for all of the part-time students. One common problem is the annual registration process as it currently exists. Discussions with the Registrar have revealed corrective steps are planned, and that these steps will be introduced before the 1988 fall semester. With this new process in place, part-time students will be able to complete most of their registration at their faculty office. If the office hours are also increased, part-time students will have an answer for one of their most trying problems at the university.

Several of the respondents named other universities they had attended. They then compared their experience at the University of Ottawa with their previous university experience. Students claimed that the University of Ottawa was better than Carleton, Dalhousie, McGill, British Columbia, and Victoria; but to others the University of Ottawa was worse than Carleton, Waterloo, and Québec.

Without doubt though, many part-time students do experience major difficulties in their relationship with the University of Ottawa. Car parking is, as two students commented, "dreadful" and "horrible." The reader need only imagine a two hour winter evening drive culminating in a frantic search for a not-to-be-had parking space on or near the university campus. Note that the all-day parking fee is $280.00, and that the registration fee for one course is $152.00. With the new Science faculty building soon to be erected on an existing parking lot, the number and volume of car parking complaints can only increase.

After arriving on campus, what appears to be creating considerable difficulty for part-time students is getting assistance or information. As most part-time students prefer to take their course(s) in the evening, it is impossible for students to get help because all offices close at 1700. If the number of students in the class is large (a comment made by several students), it can even become impossible to get assistance from the busy course professor. Where then, does a part-time student who cannot get to the campus during the day get programme advice and academic counselling? Respondents repeatedly made the point that academic and administrative staff were not readily available, either personally or by telephone. And using the phone is not without its own problems, as has been previously outlined. Consequently, students recommended a liaison officer or ombudsperson be appointed by the university.

What a number of respondents made quite clear, and what the adult learning literature states, is that adults have different educational needs than younger students. Adults learn best when adult education techniques [13-15] are used by professors. In essence what is requested from the university, is that part-time students be consulted (e,g., this survey), be considered (e.g., other life commitments be acknowledged), and be recognized (e.g., professional experience). As the majority of part-time students are adults over 25 years of age, this request comes from approximately **40%** of the entire student population.

The relationship between the University of Ottawa and its part-time students can be improved. To achieve this, the university needs a plan to overcome problems in the areas of price, place, product, personnel, and promotion, as listed in Table II following. To be successful, the plan must be based on a **unanimous** and **strong** commitment, to part-time study, from the academic and administrative staff. Failing to improve the relationship will exacerbate the problems being experienced by current part-time students, and deter potential students from enrolling at the Universty of Ottawa.

TABLE III **Relationship problems and solutions suggested**

MARKETING PRINCIPLE	ISSUE	PROBLEM	SOLUTIONS SUGGESTED BY PART-TIME STUDENTS
Price			
	• registration fee payment	• line-ups • many locations • closed offices	• more staff, use the mail • "one stop" registration • extend office hours (evenings and Saturday)
Place			
	• car parking	• cost • time limits • availability	• reduce parking fee • make 2 hour limit longer • remove no parking signs
	• information and service	• closed offices	• extend office hours (evenings and Saturday)
Product			
	• consideration	• unreasonable demands	• ensure professors are readily available, stop demanding students work in groups and come to the campus to collect work
	• prerequisite courses	• courses not available	• have prerequisite evening courses in all semesters
	• quality of courses	• competence of professors	• act on student evaluations of professors
	• teaching	• inappropriate pedagogy	• professors to use adult education techniques
Personnel			
	• staff inaccessible	• closed offices	• extend office hours (evenings and Saturday)
	• staff lack understanding	• unaware of p-t students' needs and feelings	• increase consultations with p-t students (e.g., meetings, surveys)
	• telephone service	• lack of bilingualism	• all support staff to answer phones bilingually
Promotion			
	• communication vehicles	• p-t students not reading publications	• use new method (alumni or p-t student newsletter, current mailouts)

APPENDIX A

UNIVERSITÉ D'OTTAWA UNIVERSITY OF OTTAWA

OTTAWA ONTARIO CANADA

le 3 février 1988

Objet: ETUDIANT(E)S A TEMPS PARTIEL UNIVERSITE D'OTTAWA

Bonjour,

Pourriez-vous nous prêter main forte?

L'Université d'Ottawa effectue un sondage auprès de ses étudiant(e)s à temps partiel afin d'en connaître plus sur leurs besoins et sur la façon d'améliorer les services qui leur sont offerts.

Puisque vous faites partie de ce groupe, nous vous serions très reconnaissants de remplir le questionnaire ci-joint (vous n'aurez qu'à y consacrer quelques minutes car il est très court) et de nous le renvoyer dans l'enveloppe affranchie prévue à cet effet. Nous vous assurons du caractère anonyme de vos réponses.

Ce n'est qu'à la lumière de vos réponses que nous pourrons cerner les améliorations qui s'imposent. Nous vous prions donc de faire vite pour que nous puissions pourvoir sans tarder aux besoins de tous ceux et celles qui étudient à temps partiel à l'Université d'Ottawa.

Merci à l'avance de votre collaboration.

Le Registraire,

George H. von Schoenberg

p.j.

Cabinet du registraire

February 3, 1988

Re: PART-TIME STUDENTS UNIVERSITY OF OTTAWA

Dear Part-Time Student:

We need your help.

A special survey of part-time students who attend the University of Ottawa is now underway. We would like to know more about part-time students, what their needs are, and what can be done to improve the services provided for them.

As you are a part-time student, we are asking for your help. Please complete the short questionnaire that is attached. It will only take a few minutes. To assist you, a stamped addressed envelope is provided.

Only your answers, which will be kept anonymous, can tell us what improvements are necessary. Please reply now so that we can assist you, and all the other part-time students at the University of Ottawa.

Thank you.

The Registrar,

att.

550 Cumberland
K1N 6N5

Office of the Registrar

BEST COPY AVAILABLE

APPENDIX B

PLEASE REPLY AS SOON AS POSSIBLE

UNIVERSITÉ D'OTTAWA
UNIVERSITY OF OTTAWA

DO NOT WRITE IN THESE BOXES

Part-time Student

QUESTIONNAIRE

INSTRUCTIONS

1. To ensure your anonymity do not write your name or student number on the questionnaire.
2. Please answer all questions.

1. **What is your age?**
   18-24 ☐ 25-34 ☐ 35-44 ☐
   45-54 ☐ 55-64 ☐ 65-74+ ☐
2. **What is your sex?**
   Female ☐ Male ☐
3. **What classification or level of student are you?**
   Special ☐ Certificate ☐
   Baccalaureate ☐
   Master ☐ Doctoral ☐
4. **In what faculty will you do most of your studies?**
   Administration ☐ Arts ☐ Law ☐
   Education ☐ Science ☐ Engineering ☐
   Health Science ☐ Social Service ☐
5. **What will the course(s) you are taking help you do?**
   Start career ☐ Advance career ☐
   Change career ☐ None of these ☐
6. **In addition to attending your class(es), approximately how many times a week do you go to the university for course related activities (e.g., library, group meetings)?**
   0 ☐ 1 ☐ 2 ☐ 3 ☐ 4+ ☐
7. **In addition to time spent attending your class(es), approximately how many hours do you spend at the university each week for course related activities (e.g., library, group meetings)?**
   0 ☐ 1-2 ☐ 3-4 ☐
   5-6 ☐ 7-8 ☐ 9+ ☐
8. **Approximately how many kilometres do you live from the University of Ottawa?**
   1-5 ☐ 6-10 ☐ 11-20 ☐
   21-40 ☐ 41-60 ☐ 61-80 ☐
   81-100 ☐ 101-150 ☐ 151+ ☐
9. **How did you learn about the course(s) you are taking at the University of Ottawa?**
   (check one only)
   From a university document ☐
   From a university friend ☐
   From a newspaper ☐
   Other (specify) _____
10. **Overall do you find the admission and registration documents (e.g., forms, booklets) produced by the university to be easily understood?**
    (If no, say how they can be improved)
    Yes ☐
    No ☐ _____
11. **What problems have you experienced during the registration process?**
    (check as many as required)
    Line ups ☐
    Completing required forms ☐
    Obtaining your identification card ☐
    Other (specify) _____
12. **Are you receiving financial assistance from a bursary, scholarship, or employer to pay for your studies?**
    Yes ☐ No ☐
13. **Do you lose income by taking time to attend your course(s)?**
    Yes ☐ No ☐
14. **What would be the most convenient for you to register for your course(s)?**
    (check one only)
    Weekday mornings ☐
    Weekday lunch breaks ☐
    Weekday afternoons ☐
    Weekday evenings ☐
    Saturday morning ☐
    Saturday afternoon ☐
    By mail ☐
15. **How would you prefer to pay your registration fee?** (check one only)
    In person with a cheque ☐
    In person with a credit card ☐
    By mail with a cheque ☐
    By phone with a credit card ☐
    By bank machine ☐
16. **Do you think the registration fee refund policy of the university is fair?**
    (if no, say why)
    Yes ☐
    No ☐ _____
17. **What could be done to improve the registration and fee payment processes at the university?**
    _____
    _____
    _____
18. **Do you have difficulties at the university with any of the following?**
    (check as many as required)
    Car parking ☐
    Closed offices ☐
    Administration/Teaching Staff unavailable ☐
    Storage of personal belongings ☐
    Location of buildings and rooms ☐
    Other (specify) _____

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19. **What university facilities do you use regularly?** (check as many as required)
Sport/Exercise Facilities ☐
Computer terminals/service ☐
Snack Bar ☐ Cafeteria ☐
Library ☐ None ☐
Other (specify) _____

20. **Which of the following publications produced at the university do you read regularly?**
The Fulcrum ☐ Gazette ☐
la rotunde ☐ None ☐

21. **If the university could provide a child-care facility for your children, would you use the facility?**
Yes ☐ (go to question 22)
No ☐ (go to question 23)

22. **If the university could provide a child-care facility, how many children would you bring?**
1 ☐ 2 ☐ 3+ ☐

23. **What could be done to improve the university campus for you?**
(check as many as required)
Improve parking ☐
Extend office hours ☐
Other (specify) _____

24. **How satisfied are you with the number of courses that are available to you?**
(circle one number)

Not Satisfied		OK		Very Satisfied
1	2	3	4	5

25. **Have you had difficulties with the availability of prerequisite or required courses?** (if yes, say how)
No ☐
Yes ☐ _____

26. **How satisfied are you with the course(s) that you are taking?** (circle one number)

Very Satisfied		OK		Not Satisfied
5	4	3	2	1

27. **What time of the week would you prefer to attend your course(s)?**
(check a maximum of three boxes)

TIME	DAY OF THE WEEK					
	Mon.	Tue	Wed.	Thu.	Fri.	Sat.
• Early Morning	☐	☐	☐	☐	☐	☐
• Late Morning	☐	☐	☐	☐	☐	☐
• Early Afternoon	☐	☐	☐	☐	☐	☐
• Late Afternoon	☐	☐	☐	☐	☐	☐
• Evening	☐	☐	☐	☐	☐	☐

28. **Do you think you are getting value for your money?** (circle one number)

Yes		Just		No
5	4	3	2	1

29. **What do you think could be done to improve the quality of your course(s)?**

30. **Which of the following do you think would be helpful to part-time students?**
(check as many as required)
Library Orientation ☐
Study Skills Workshop ☐
Time Management Seminar ☐
Other (specify) _____

31. **If you are interested in any of the activities listed in question 30 above, when would you prefer the activity to take place?** (check one only)
Weekday mornings ☐
Weekday afternoons ☐
Weekday evenings ☐
Saturday morning ☐
Saturday afternoon ☐
Not interested ☐

32. **In general, do you think the university administration staff are helpful?**
(circle one number)

No		50/50		Yes
1	2	3	4	5

33. **Do you think that part-time students have different needs from full-time students?**
Yes ☐ (go to question 34)
No ☐ (go to question 35)

34. **Do you think the university understands the needs of part-time students?**
(circle one number)

Yes		50/50		No
5	4	3	2	1

35. **In general, do you think the teaching staff at the university consider the needs of part-time students?** (circle one number)

Yes		50/50		No
5	4	3	2	1

36. **Describe the service you receive from the library staff.** (circle one number)

Poor		OK		Excellent
1	2	3	4	5

37. **What could be done to improve the relationship between university administration/teaching staff and part-time students?**

38. **Have you experienced difficulties when telephoning someone at the university?**
(if yes, describe them)
No ☐
Yes ☐ _____

39. **Based on your experience would you recommend the University of Ottawa to other people?** (say why)
Yes ☐ _____
No ☐ _____

40. **Comments:**

THANK YOU

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